



Grade 10  
Social Studies, English Language Arts

Developing  
Self-Esteem

Living  
Respectfully

Respecting  
Diversity

Preventing  
Prejudice

## Unit 1 Global Issue Awareness

### Contributor

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### Unit Plan Objective

Students will become familiar with the following CIDA themes: poverty (health and nutrition); basic education; HIV/AIDS; children's rights and protection; gender equality; and environmental sustainability. Through an independent learning forum, students will create a portfolio based on one global issue (CIDA theme or Millennium Development Goal), thereby increasing their awareness of and responsibility toward issues concerning the global audience. Using their portfolios, students will inform their peers about international issues and present their findings to a larger audience. The teacher's role is that of facilitator.

### Time

This unit may last up to three to four weeks or longer depending on student interest. Each week students receive a Weekly Focus for independent study. Teachers should familiarize themselves with the Canadian International Development Agency (CIDA) and the United Nations Millennium Declaration 2000 prior to introducing this unit (see URL under Supplementary Resources.)

## Lesson 2: Tell Me About It

### Lesson Objective

Through the creation of a collage, students will share their personal understandings of the CIDA theme/MDG that they taught to their peers during the Jigsaw activity from Lesson 1. By working with a partner students will begin to see clearly how *perspective* is connected to lived experience, and that knowledge and understanding is a predecessor to action.

 **Time** This lesson will take about three class periods to complete.

### Materials

- Newspapers (variety: *Edmonton Journal*; *Globe and Mail*; *National Post* and so on.)
- 11" x 14" inch paper
- Scissors, glue, felts, pencils, other (for example string or whatever might be useful and creative)

- Reflective journal
- Computer/Internet access
- Library

## Getting Started

### Knowledge Now

After reviewing their queries and wonderments entered in their reflective journals from last class (see Lesson 1), students peruse current news articles (and possibly editorials) that address their issue of choice. Examples from the local, national and international levels must be identified.

**Note:** Students may wish to discuss current news events, especially if something is dominating the news of the day. An example may be the creation of a new bylaw directed toward youth: Strathcona curfew. This may be connected to one or more of CIDA's themes.

Students will use these events and the knowledge they acquired through the Jigsaw Activity (Lesson 1) to develop a personal understanding of the issue.

### Engaging Interest

Class Bulletin Display—From Micro to Macro

- Each student is partnered with another student who is focusing on the same global issue/theme. Together they will create a collage representing their personal understanding of the issue chosen. The collage may include headlines (from the articles identified from Knowledge Now); precise words, song lyrics, pictures, symbols, connections to literature (short stories, essays, poetry, novels) or whatever will facilitate clarity and a link with past learning experiences and personal lived experiences.
- Students will share their perceptions with their peers through a *brief oral presentation* where they will answer the following questions:
  - What is \_\_\_\_\_ (global issue/theme)?
  - Why is gaining awareness about \_\_\_\_\_ (global issue/theme) of great consequence?
  - What does it have to do with me? Why should I care?

Example: What is basic education? Why is gaining awareness about basic education of great consequence? What does basic education have to do with me? Why should I care?
- After brief oral presentations, collages will be added to class bulletin display: From Micro to Macro.

## Learning Activities

Student Handout: “Focus of the Week—Identifying and Summarizing Sources and Resources”. Copy and give out the attached handout to students. Remind students to properly reference all sources using APA style. Recording this information now will save them time later. All work will be inserted into their portfolios (ongoing).

## Assessment/Analysis

Students will identify and summarize information pertaining to their chosen issue/theme from various websites. This information will be made available to their peers.

## **Application**

Building on their new knowledge and attitude toward their chosen global issue, students will begin collecting objects, visuals, political cartoons, poems and so on to add to their portfolios.

## **Activities for Extension and/or Integration**

Focus group discussions. Students sharing the same issue/theme may invite their peers (other high school students who are not a part of this class) to discuss their understanding/perception of the global issue **or**

Interviews/focus group. Students who are involved in this project will find out from the general student population what their understanding is of global issues and/or the Millennium Development Goals.

Note: The teacher must be prepared to help students formulate questions (survey or focus group) and create a plan for carrying out the action research. An excellent resource for this is the Alberta Teachers' Association's document *Action Research*.

## **Subject and Level Learner Outcomes for Subject and Level**

Go to [www.learning.gov.ab.ca/k\\_12/curriculum/bySubject/](http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/)

### **Social Studies 10-1**

Key Outcome: Students will understand, assess and respond to the complexities of globalization. General outcomes

- Students will explore the impacts of globalization on their lives.
- Students will assess economic, environmental and other contemporary impacts of globalization.
- Students will assess their roles and responsibilities in a globalizing world.

#### Thinking Skills

S.1 develop skills of critical thinking and creative thinking:

- evaluate ideas and information from multiple sources
- determine relationships among multiple and varied sources of information
- evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- assemble seemingly unrelated information to support an idea or to explain an event
- Analyze current affairs from a variety of perspectives

S.3 develop skills of geographic thinking:

- analyze the impact of physical and human geography on history
- make inferences and draw conclusions from maps and other geographical sources

S.4 demonstrate skills of decision making and problem solving:

- demonstrate leadership in groups to achieve consensus, solve problems, formulate positions, and take action, if appropriate, on important issues
- develop inquiry strategies to make decisions and solve problems
- generate and apply new ideas and strategies to contribute to decision making and problem solving

S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- participate in persuading, compromising and negotiating to resolve conflicts and differences
- demonstrate leadership during discussions and group work
- respect the needs and perspectives of others
- collaborate in groups to solve problems

S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- demonstrate leadership by engaging in actions that enhance personal and community well-being
- acknowledge the importance of multiple perspectives in a variety of situations

S.7 apply the research process:

- reflect on changes of perspective or opinion based on information gathered and research conducted
- develop, refine and apply questions to address an issue
- record relevant data for acknowledging sources of information, and cite sources correctly
- respect ownership and integrity of information

Values and Attitudes

4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities

4.2 recognize and appreciate the importance of human rights in determining quality of life

Knowledge and Understanding

1.8 examine challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization)

## **English Language Arts 10-1**

General Outcome 1 Explore thoughts, ideas, feelings and experiences

1.1 Discover possibilities: Form tentative understandings, interpretations and positions

1.1.2 Experiment with language, image and structure

1.2 Extend awareness: Consider new perspectives

General Outcome 2 Comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively

2.1 Construct meaning from text and context

2.1.2 Understand and interpret content

2.1.3 Engage prior knowledge

2.1.4 Use reference strategies and reference technologies

General Outcome 3 Manage ideas and information

3.1.2 Plan inquiry or research, and identify information needs and sources

3.2 Follow a plan of inquiry

3.2.1 Select, record and organize information

3.2.2 Evaluate sources, and assess information

3.2.3 Form generalizations and conclusions

General Outcome 5 Respect, support and collaborate with others

5.2 Work within a group

5.2.1 Cooperate with others, and contribute to group processes

## **Safe and Caring Topics and Concepts**

### **Living Respectfully**

- working cooperatively in groups
- understanding peace, conflict and justice
- examining ways that injustice affects people
- examining external control by others versus intrinsic motivation

- examining rights and responsibilities
- helping others learn or attain a goal
- respecting and appreciating others’ ideas, insights, solutions and contributions
- developing positive interdependence and relying on each other to complete tasks

### Developing Self-Esteem

- communicating thoughts and feelings
- listening with empathy to understand the other person’s point of view
- taking responsibility for our actions

### Respecting Diversity and Preventing Prejudice

- exploring how ‘standing in someone else’s shoes’ helps avoid and/or resolve conflict
- stereotypes limit our perception and understanding of other people
- respecting human rights
- recognizing and appreciating that individuals, families and cultures are unique
- examining the meaning of respect for the dignity and rights of all persons

### Teaching Strategies

<b>Go to</b> <a href="http://www.sacsc.ca">www.sacsc.ca</a> <b>Click on</b> Resources, Strategies for strategy descriptions	<b>Cooperative Learning</b>	<b>Inquiry Learning</b>	<b>Direct Instruction</b>
	<ul style="list-style-type: none"> <li>• Partner collage creation</li> </ul>	<ul style="list-style-type: none"> <li>• Researching sources of information for CIDA issue/theme; Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Student Handout “<i>Focus of the Week</i>”</li> </ul>

<b>Generalization and Transfer</b>	<b>Peer Teaching</b>	<b>Empathy/Affective Education</b>	<b>General Teaching Activities/Ideas</b>
	<ul style="list-style-type: none"> <li>• Oral presentation re: collage</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Class Bulletin board</li> </ul>

### Supplementary Resources

List texts (provide complete bibliography), websites and other sources that support this lesson or unit plan.

- [www.acdi-cida.gc.ca/index-e.htm](http://www.acdi-cida.gc.ca/index-e.htm) Canadian International Development Agency
- [www.nationalgeographic.com/siteindex/maps.html](http://www.nationalgeographic.com/siteindex/maps.html) Maps and Geography

## Identifying and Summarizing Sources and Resources

Theme/Issue:

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1. Using a search engine (Google, Yahoo or other), enter your chosen theme/issue of interest and identify a *minimum* of three URLs. List these sites. Remember to be clear with your search, use specific language; for example: instead of Googling *education try children and basic education*.
  - Site 1 [www.acdi-cida.gc.ca/index-e.htm](http://www.acdi-cida.gc.ca/index-e.htm)
  - Site 2 \_\_\_\_\_
  - Site 3 \_\_\_\_\_
  - Site 4 \_\_\_\_\_
  - Other \_\_\_\_\_
2. For each of the identified sites, summarize the information available. This can be done in many ways including point form, bullets or a mind map. CIDA's website (Canadian International Development Agency) has a great deal of information regarding your theme/issue and as such, has been provided to begin this search.
3. Reflective Journal
  - Which site did you find most useful and why? Be specific.
  - Where do you want to go from here? What musings or queries come to mind?
4. Reminder: Place all work into your portfolio. Do not forget to properly record these sources—reference list (ongoing).